110 學年度生活課程雙語教學教案

一、課程架構

Are the bugs helpful	學生能夠透過小	■Are the bugs helpful or harmful?	helpful, harmful,
or harmful?	組透論和影片觀	■Let's make a paper puppet!	help the plants,
	賞認識對於農園	■Let's share the paper puppets!	eat bad bugs,
	植物有益和有害		eat the plants
	的蟲類,並且製		
	作蟲蟲紙偶與大		
	家分享。		

二、單元設計

(一)單元架構

	Are the bugs helpful or	What do you know about helpful and harmful?
Are the bugs helpful	harmful to the farm?	Are the bugs helpful or harmful to the farm?
or harmful to the farm?	Let's make a paper puppet!	How can we make a paper puppet?
rarii:	Let's share the paper puppets!	Let's share the paper puppets!

(二) (每個單元)教學設計/教案

單元名稱	Are the bugs helpful or harmful to the farm?	教學設計者	許家菁、連美郁
學習對象	二年級上學期	學習節次	13 節課(520 分鐘)
	B-I-3 環境的探索與愛護。		
學習內容	C-I-2 媒材特性與符號表徵的	内使用 。	
	D-I-3 聆聽與回應的表現。		
	2-I-1 以感官和知覺探索生活	舌中的人、事、	物,覺察事物及環境的特性。
朗羽士田	3-I-1 願意參與各種學習活動	为 ,表現好奇與	求知探究之心。
學習表現	4-I-2 使用不同的表徵符號追	建行表現與分享	,感受創作的樂趣。
	7-I-1 以對方能理解的語彙或	戊方式,表達對	人、事、物的觀察與意見。
	學生能夠		
	-認識農園中對於植物有益和	有害的蟲類	
學習目標	-製作蟲蟲紙偶		
字百日标	-參與小組討論		
	-表達自己的想法		
	-展現出適切地聆聽技巧		
教學方法	教施講述、學生討論、實作	觀察	
教學資源	PPT、多媒體影片、教師自然	编學習單、小組	l討論板、白板筆、板擦
學科英語	bugs, bees, butterflies, dragon	flies, beetles, m	antis, ants, aphids, ladybugs, stink bugs,
詞彙	spiders, worms, helpful, harm	ful, help the pla	nts, eat bad bugs, eat the plants

	It's a / an (bug).		
的ハナケ	They're (bugs).		
學科英語	They're helpful.		
句型 (視	They're harmful.		
教材內容)	It can (eat the plants / eat bad bugs / help the plants.)		
	They can (eat the plants / eat bad bugs / help the plants.)		
Are th	e bugs helpful or harmful to the farm? 教學主題一:	教學	P
	What do you know about helpful and harmful?	資源	評量
	at do you know about helpful and harmful?		
一、引起動	機:(3")		
■Greeting			
•	:問好,請學生整理桌面,準備上課。		
	t away everything on the desk.		
Let's review			學生
	VPT 引導學生複習所學的蟲類。	PPT	能理
T: What bug			解提
Ss: Butterfly			問並
	a butterfly. Try again!		
Ss: It's a but			回應
二、發展活	動:(35")	PPT	
■What do yo	ou know about helpful and harmful?		學生
-教師於 PP	「上呈現不同的情境圖,帶出 helpful 和 harmful 兩個目標字		能理
彙,請學生	嘗試說說看。		解提
T: Look at t	he picture. What happened?		問並
Ss: 有一個	人受傷了,另外一個人在幫忙他。		回應
T: Yes. The	n, I will say this is "Helpful." Say it!		日心
Ss: Helpful.			
T: How abo	ut this one?		
Ss: 他故意	把植物踩死。		
T: Yes. I'll s	say this is "Harmful."		
Ss: Harmful			
		PPT	
■ Are the bu	gs helpful or harmful to the farm?	Ss' Worksheet	學生
-教師首先該	记明任務內容,接著發下任務單,請學生思考對於農園的植物		
而言,這些	蟲類對其是有幫助還是有害的,並且將自己的想法呈現在學		能完
習單上,並	且註記原因。		成學
T: Now, imo	agine that you're a plant in the farm, what do you think about the		習單
bugs? Do yo	ou think they're helpful or harmful? Do you want the bugs to stay		任務
or go away?	(教師可以同時做出手勢,幫助學生理解。) Please stick the		
cards and w	rite down your ideas.		

		1
三、綜合活動:(2')		
■Check students' works. 业在五九中初段羽黑丛台上山口,并且石上一山边准仁上山八声。	Ss' Worksheet	
-教師再次確認學習單的完成狀況,並且預告下次上課將進行小組分享。		
T: Everyone, you did a good job! Next time, we'll share your ideas with all your classmates!		
~~第1節結束~~		
- W I W W X		
Are the bugs helpful or harmful to the farm? 教學主題一:	教學	評量
What do you know about helpful and harmful?	資源	口 里
活動一 What do you know about helpful and harmful?		
一、引起動機:(5")		
■Greeting		段儿
-教師和學生問好,請學生整理桌面,準備上課。		學生
T: Please put away everything on the desk.		能理
■Let's review!		解提
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	問並
T: What bug is it?		回應
Ss: Butterfly.		
T: Yes, it's a butterfly. Try again!		
Ss: It's a butterfly.		
二、發展活動:(30")		
■Let's practice for the sharing!		
-教師於黑板上呈現分享的句型 I think are helpful./I think	PPT	學生
are harmful. 請學生嘗試念出句型。	Ss' Worksheet	能進
-教師發下學生的上堂課所完成的學習單,請學生自己試著練習口語分		行口
字。		語分
		享
■How can we do the sharing?		
-教師於 PPT 上呈現聆聽和分享的原則,並且向學生說明須注意的要		
點。	PPT	
T: Later, you can share your ideas with your teammates. Remember! If		
you're the speakers, you need to look at the listeners and say the sentences		
clearly. If you're the listeners, you need to look at the speakers and listen		
carefully.		

#生 **生 **生 **生 **生 **生 **生 **生 *			1
法,教師則到巡視各類學生聆聽和分享的狀況。 二、蘇合活動:(5') *Teacher makes conclusion. -教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況。 ~~第 2 節結束~~ Are the bugs helpful or harmful to the farm? Are the bugs helpful or harmful to the farm? ***** **** **** *** *** *** *			學生
三、綜合活動:(5') **Teacher makes conclusion. -教師與學生分享今天在课堂中所觀察到的聆聽與分享的狀況。 ~~第2節結束~~ Are the bugs helpful or harmful to the farm? 教學主題一: Are the bugs helpful or harmful to the farm? **** *** *** *** ** ** ** **		Ss' Worksheet	能進
「Teacher makes conclusion. 一枚師與學生分享今天在課堂中所觀察到的聆聽與分享的談況。 ~~第2節結束~~ Are the bugs helpful or harmful to the farm? 教學主題一: 教學 資源 活動二 Are the bugs helpful or harmful to the farm? 一、引起動機:(5") 『Greeting - 教師和學生問好,請學生整理桌面,準備上課。 T: Please put away everything on the desk. 』上et's review! 教師利用 PPT 引導學生複習所學的姦類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. Try again! Ss: It's a butterfly. T: Yes, it's a butterfly. T: Yes, it's a butterfly. T: Yill show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. 一數師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 Discussion bards 然下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的對論及。) 學生 能達 發師於PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列內型分享討論的結果。)	法,教師則到巡視各組学生聆聽和分享的狀況。 		行口
*Teacher makes conclusion. -教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況。	二、岭太江和,(5)		語分
-教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況。			享
Are the bugs helpful or harmful to the farm? 教學主題一: 教學 資源 評量 活動二 Are the bugs helpful or harmful to the farm? 教學主題一: 教學 資源 活動二 Are the bugs helpful or harmful to the farm? 一、引起動機: (5") "Greeting -教師和學生問好、請學生整理桌面、準備上課。 T: Please put away everything on the desk. *Let's review! -教師和用 PPT 引學學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. Try again! Ss: It's a butterfly. T: Yes, it's a butterfly. T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 的正式 表達 不完。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			
Are the bugs helpful or harmful to the farm? 教學主題一: Are the bugs helpful or harmful to the farm? (***********************************			
Are the bugs helpful or harmful to the farm? ***********************************		粉學	
活動二 Are the bugs helpful or harmful to the farm? 一、引起動機:(5") ■Greeting -教師和學生問好,請學生整理桌面,準備上課。 T: Please put away everything on the desk. ■Let's review! -教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. Try again! Ss: It's a butterfly. 二、發展活動:(30") ■Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 超負進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行閒巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)		•	評量
- 、引起動機:(5") *Greeting -教師和學生問好,請學生整理桌面,準備上課。 T: Please put away everything on the desk. *Let's review! -教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. - 、發展活動:(30") *Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 組員達行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 的公司法 表達 -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 的公司法 表達 -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 Erasers Discussion boards Markers Erasers 学生 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			
■Greeting -教師和學生問好,請學生整理桌面,準備上課。 T: Please put away everything on the desk. ■Let's review! -教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. 二、發展活動:(30") ■Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 超真進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 該下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視、確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生書試以下列句型分享討論的結果。)	A 31 — Are the bugs helpful of harmful to the farm:		
-教師和學生問好,請學生整理桌面,準備上課。 T: Please put away everything on the desk. *Let's review! -教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. - 教養活動:(30") *Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 超量进行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 的 boards 錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	一、引起動機:(5")		
-教師和學生問好,請學生整理桌面,準備上課。 T: Please put away everything on the desk. **Let's review! -教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. - **文 發展活動:(30") **Are the bugs helpful or harmful to the farm? -教師而學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 超真進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. ***表達 -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 biscussion boards ***家下表。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上星現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生會試以下列句型分享討論的結果。)	■Greeting		學生
I: Please put away everything on the desk. **Let's review! -教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. 二、發展活動:(30") **Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 組員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 biscussion boards 孫注 -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 biscussion boards 禁注 **大學生於中國人民主人, 我師同時 to take notes? Raise your hands! Ok! You can start. (教師進行行問巡視,確認學生的討論狀況。) -教師於PPT上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	-教師和學生問好,請學生整理桌面,準備上課。		
-教師利用 PPT 引導學生複習所學的蟲類。 T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. - 、發展活動:(30") - 本語 中華			
T: What bug is it? Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. 二、發展活動:(30") Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 組員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 boards 恭達 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) 學生 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			, , , -
Ss: Butterfly. T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. 二、發展活動:(30") Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 超真進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)		PPT	
T: Yes, it's a butterfly. Try again! Ss: It's a butterfly. 二、發展活動:(30") Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 組員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 協下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			回應
Ss: It's a butterfly. 二、發展活動:(30") Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 超員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 biscussion boards 像下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			
□、發展活動:(30") ■Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和組員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記數下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			
■Are the bugs helpful or harmful to the farm? -教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 組員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 biscussion 緣下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	Ss: It's a butterfly.		
-教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和 組員進行討論,並且在討論板上將結果記錄下來。PPT學生 能進T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it.Discussion bà並 表達-教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 錄下來。Discussion boards自我 MarkersT: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。)Markers Erasers-教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)學生 能進 行口	二、發展活動:(30")		
組員進行討論,並且在討論板上將結果記錄下來。 T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	■Are the bugs helpful or harmful to the farm?		
T: I'll show you the video about different bugs. After watching the video, you have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	-教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和	PPT	學生
have to think about the following three questions. First, what bugs do you see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 自我 boards T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	組員進行討論,並且在討論板上將結果記錄下來。	Video	能進
see? Second, are the bugs helpful or harmful? Third, why are they helpful or harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記 自我 數下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	T: I'll show you the video about different bugs. After watching the video, you		行小
harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	have to think about the following three questions. First, what bugs do you		組討
harmful? Now, please watch the video and think about it. -教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			論並
-教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)	harmful? Now, please watch the video and think about it.		
錄下來。 T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			
T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。)			
your hands! Ok! You can start. (教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。) 「行口			怨法
(教師進行行間巡視,確認學生的討論狀況。) -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。) 行口	·		
-教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時 在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。) 行口		Erusers	
-教師於PPT 上至現可型,邀請各小組上台分享討論的結果,教師问時在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。) 行口	(3X-1 ~ 1) 11 11 ~ 10		
在黑板上記錄下學生的想法。 Ss: (學生嘗試以下列句型分享討論的結果。) fu	 -教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時		學生
Ss: (學生嘗試以下列句型分享討論的結果。) 行口			能進
			行口
**で 500 (bags). (Dags) are neipiar / nariffiar. They re helpiar/ hariffiar 一 情分	We see (bugs). (Bugs) are helpful / harmful. They're helpful/ harmful		語分

because		享
-教師統整各組討論的結果,引導學生完成個人筆記。	Ss' Worksheet	學生
T: What bugs do you see?		, .
Ss: We see butterflies.		能完
T: Are butterflies helpful or harmful?		成學
Ss: They're helpful.		習單
T: Why are they helpful?		任務
Ss: 會幫忙傳花粉。		
T: Yes. They can help the plants.		
Now, please look at your worksheet and take notes.		
三、綜合活動:(5')		
■Check students' works		
-教師確認學生是否皆完成任務單。		
~~第3節結束~~		
Are the bugs helpful or harmful to the farm?教學主題一:	教學	P
Are the bugs helpful or harmful to the farm?	資源	評量
活動二 Are the bugs helpful or harmful to the farm?	7, ,	
The same stage not praint or manning to the rather		
一、引起動機:(5")		
■Greeting		學生
-教師和學生問好,請學生整理桌面,準備上課。		,一 能理
T: Please put away everything on the desk.		
=Let's review!		解提
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	問並
T: What bugs do you see?		回應
Ss: Butterflies.		
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
二、發展活動:(30")	PPT	學生
■Are the bugs helpful or harmful to the farm?	Video	能進
-教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和		行小
組員進行討論,並且在討論板上將結果記錄下來。		組討
T: I'll show you the video about different bugs. After watching the video, you		·
have to think about the following three questions. First, what bugs do you		論並
see? Second, are the bugs helpful or harmful? Third, why are they helpful or		表達
harmful? Now, please watch the video and think about it.	Discussion	自我
	boards	想法

44.79.11以上 的 1 以 1 / 2 5 / 4 / 4 / 7 月 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日	T	
-教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記	Markers	
錄下來。	Erasers	
T: Look at the job missions on the board. Who can help to take notes? Raise		
your hands! Ok! You can start.		學生
(教師進行行間巡視,確認學生的討論狀況。)		
		能進
-教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時		行口
在黑板上記錄下學生的想法。		語分
Ss: (學生嘗試以下列句型分享討論的結果。)		享
We see (bugs). (Bugs) are helpful / harmful. They're helpful/ harmful		
because	Ss' Worksheet	學生
-教師統整各組討論的結果,引導學生完成個人筆記。		能完
T: What bugs do you see?		成學
Ss: We see bees.		習單
T: Are bees helpful or harmful?		任務
Ss: They're helpful.		
T: Why are they helpful?		
Ss: 會幫忙傳花粉。		
T: Yes. They can help the plants.		
Now, please look at your worksheet and take notes.		
三、綜合活動:(5')		
■Check students' works		
-教師確認學生是否皆完成任務單。		
~~第4節結束~~		
Are the bugs helpful or harmful to the farm? 教學主題一:	教學	評量
Are the bugs helpful or harmful to the farm?	資源	口主
活動二 Are the bugs helpful or harmful to the farm?		
一、引起動機:(5")		
■Greeting		學生
-教師和學生問好,請學生整理桌面,準備上課。		
T: Please put away everything on the desk.		能理
■Let's review!		解提
-教師利用 PPT 引導學生複習所學的蟲類。		問並
	PPT	1-1-1-
T: What bugs do you see?	PPT	回應
T: What bugs do you see? Ss: Butterflies.	PPT	
	PPT	
Ss: Butterflies.	PPT	
Ss: Butterflies. T: Are butterflies helpful or harmful?	PPT	

二、發展活動:(30")	PPT	學生
■Are the bugs helpful or harmful to the farm?	Video	能進
-教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和		行小
組員進行討論,並且在討論板上將結果記錄下來。		·
T: I'll show you the video about different bugs. After watching the video, you		組討
have to think about the following three questions. First, what bugs do you		論並
see? Second, are the bugs helpful or harmful? Third, why are they helpful or		表達
harmful? Now, please watch the video and think about it.	Discussion	自我
	boards	想法
-教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記	Markers	
錄下來。	Erasers	
T: Look at the job missions on the board. Who can help to take notes? Raise your hands! Ok! You can start.		
(教師進行行間巡視,確認學生的討論狀況。)		學生
		能進
-教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時		行口
在黑板上記錄下學生的想法。		語分
Ss: (學生嘗試以下列句型分享討論的結果。)		享
We see (bugs). (Bugs) are helpful / harmful. They're helpful/ harmful		于
because	Ss' Worksheet	257 .1
		學生
-教師統整各組討論的結果,引導學生完成個人筆記。		能完
T: What bugs do you see?		成學
Ss: We see ladybugs.		習單
T: Are ladybugs helpful or harmful?		任務
Ss: They're helpful.		
T: Why are they helpful?		
Ss: 它們會吃蚜蟲。		
T: Yes. They can eat bad bugs.		
Now, please look at your worksheet and take notes.		
三、綜合活動:(5')		
■Check students' works		
-教師確認學生是否皆完成任務單。		
~~第5節結束~~		
Are the bugs helpful or harmful to the farm?教學主題一:	教學	評量
Are the bugs helpful or harmful to the farm?	資源	口主
活動二 Are the bugs helpful or harmful to the farm?		
一、引起動機:(5")		
` '		
■Greeting		

		學生
T: Please put away everything on the desk.		
■Let's review!		能理
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	解提
T: What bugs do you see?		問並
Ss: Butterflies.		回應
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
os. They can help the plante.		
二、發展活動:(30")	PPT	
■Are the bugs helpful or harmful to the farm?	Video	學生
-教師向學生說明任務內容,學生需觀看蟲類影片,針對三個主要問題和		能進
組員進行討論,並且在討論板上將結果記錄下來。		行小
T: I'll show you the video about different bugs. After watching the video, you		組討
have to think about the following three questions. First, what bugs do you		論並
see? Second, are the bugs helpful or harmful? Third, why are they helpful or		表達
harmful? Now, please watch the video and think about it.	Discussion	
	boards	自我
-教師發下討論板,學生於小組內針對三個問題進行討論,並且將結果記	Markers	想法
錄下來。	Erasers	
T: Look at the job missions on the board. Who can help to take notes? Raise		
your hands! Ok! You can start.		
(教師進行行間巡視,確認學生的討論狀況。)		學生
		能進
-教師於 PPT 上呈現句型,邀請各小組上台分享討論的結果,教師同時		行口
在黑板上記錄下學生的想法。		
Ss: (學生嘗試以下列句型分享討論的結果。)		語分
We see (bugs). (Bugs) are helpful / harmful. They're helpful/ harmful		享
because	Ss' Worksheet	
		學生
-教師統整各組討論的結果,引導學生完成個人筆記。		能完
T: What bugs do you see?		成學
Ss: We see ladybugs.		習單
T: Are stink bugs helpful or harmful?		
Ss: They're harmful.		任務
T: Why are they harmful?		
Ss: 它們會噴毒汁,讓農園水果壞掉。		
T: Yes. They can hurt the plants.		
Now, please look at your worksheet and take notes.		
	1	

三、綜合活動:(5')		
□ Check students' works		
-教師確認學生是否皆完成任務單。		
~~第6節結束~~		
Are the bugs helpful or harmful to the farm? 教學主題二:	教學	
Let's make a paper puppet!	資源	評量
活動一 How can we make a paper puppet?		
一、引起動機:(5")		
■Greeting		學生
-教師和學生問好,請學生整理桌面,準備上課。		, .
T: Please put away everything on the desk.		能理
■Let's review!		解提
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	問並
T: What bugs do you see?		回應
Ss: Butterflies.		
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
二、發展活動:(30")		
■What is a paper puppet?	PPT	
-教師於 PPT 上呈現 paper puppet 的圖片,向學生說明接下來將完成的任務。		
T: Everyone, this is a paper puppet! Today, we're going to make a paper puppet!		
■How can we make a paper puppet?		253
- 教師說明 paper puppet 的製作方法。	PPT	學生
T: Each person will get a paper board. First, please choose the bug that you	Paper boards	能夠
want to talk about. Then, draw the bug on the paper board. Remember, try to		製作
draw the picture as big as you can. (教師可以實際畫在紙板上,示範給學		虫虫虫虫虫
生看。) Don't forget to color the pictures and make your paper bug		紙偶
beautiful! 記得畫得越大越好喔!你可以想想看,怎麼樣可以讓你的作品 繼得再漂亮!		
變得更漂亮!		
三、綜合活動:(5')	Ss' Works	
■Check students' works		
-教師確認學生是否皆完成本堂課的進度。		
~~第7節結束~~		

Are the bugs helpful or harmful to the farm?教學主題二:	教學	並 具
Let's make a paper puppet!	資源	評量
活動一 How can we make a paper puppet?		
一、引起動機:(5")		
■Greeting		學生
-教師和學生問好,請學生整理桌面,準備上課。		能理
T: Please put away everything on the desk.		解提
■Let's review!		問並
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	
T: What bugs do you see?		回應
Ss: Butterflies.		
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
 三、發展活動:(30")		學生
■Let's make a paper puppet!	PPT	能夠
-教師複習 paper puppet 的製作方法,並且引導學生繼續完成自己的作		製作
品。		
T: Today, we'll keep making the paper puppets! Don't forget to color the		典典
pictures. You can also add more details on your paper puppets.		紙偶
Let's write the sharing script for the paper puppet!		
-教師於 PPT 上呈現口語分享的句型架構,向學生說明後發下學習單,	PPT	學生
引導學生個別完成自己的分享稿。	Ss' Works	能夠
T: We'll write a sharing script for your paper puppet. How can we do that?	Worksheet	完成
Please look at the board. First, we need to tell everyone about your name,		學習
right? So, we can say "Hi, I am This is my paper puppet." Then,		單任
you can start to talk about the paper puppet. Can you read the sentences for		
me?		務
Ss: It's a / an		
T: What can we write here? (Point to the "")		
Ss: 蟲的名字。		
T: That's right! If you make a bee paper puppet, then, you can write		
Ss: It's a bee.		
T: Great! How about here? (Point to "It's helpful / harmful.")		
Ss: 要圈出來。/ Circle.		
T: Yes, you need to circle the word. Is the bug helpful or harmful? Then, you		
can tell us about the reason. Can the bug eat the plants, eat bad bugs or help		
the plants? You need to look at your notes and try to finish the sentences by		

	<u> </u>	
yourselves. 如果有不會寫的字或是忘記的地方,該怎麼辦?		
Ss: 可以看筆記。		
T: Very nice. You can start now! (教師開始進行行間巡視,確認個別學生		
的書寫狀況。)		
三、綜合活動:(5')		
■Check students' works		
-教師確認學生是否皆完成本堂課的進度。		
~~第8節結束~~		
Are the bugs helpful or harmful to the farm?教學主題三:	教學	評量
Let's share the paper puppets!	資源	计里
活動二 Let's share the paper puppets!		
71 1. 4. 11/4 4 / 2000		
一、引起動機:(5")		
■Greeting		
-教師和學生問好,請學生整理桌面,準備上課。		學生
T: Please put away everything on the desk.		, 能理
■Let's review!		
教師利用 PPT 引導學生複習所學的蟲類。	PPT	解提
T: What bugs do you see?		問並
Ss: Butterflies.		回應
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
二、發展活動:(30")		
■Let's practice for the sharing!		學生
-教師於 PPT 上再次呈現分享稿的句型架構,帶領全班進行口語練習。	PPT	能夠
业红双丁题业化规密丛八亩铂、挂题业准仁何则结羽、业红准仁仁明》		進行
-教師發下學生所撰寫的分享稿,請學生進行個別練習,教師進行行間巡視,給予學生協助。	C ' \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	口語
	Ss' Works	分享
T: I want you to practice the sharing by yourself. You can try to use whisper		
voice and read the sentences. If you don't know how to read the sentences,		
what can you do? Ss: 可以小聲問同學或是舉手問老師。		
Ss: 可以小年问问字或定举于问名明。 T: Yes! I'll give you five minutes. You can start!		
1. 165. In give you rive inmutes. Tou can start:		£53 .1
-教師說明小組內練習的方法和相關注意事項,請學生以小組為單位進行		學生
口語練習。		能夠
T: Alright! I want you to do the practice with your teammates. Do you still		進行

remember the job missions for the speakers and listeners? For the speakers,		口語
you need to (Show the sentences on PPT.)		分享
Ss: Look at the listeners.		
T: Yes, your eyes must look at the listeners. How about the second one?		學生
Ss: Use speaker's voice.		
T: Great! (T pretends to talk in whisper voice.) Is this speaker's voice?		能夠
Ss: No!		展現
T: How about this? (T talks louder.) Can you hear me clearly?		聆聽
Ss: Yes!		技巧
三、綜合活動:(5')		
■Teacher makes conclusion. -教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況。		
~~第9節結束~~		
	教學	
Are the bugs helpful or harmful to the farm? 教學主題三:	教学 資源	評量
Let's share the paper puppets!	貝が	
活動二 Let's share our paper puppets!		
一、引起動機:(5")		
■Greeting		· 醇
-教師和學生問好,請學生整理桌面,準備上課。		學生
T: Please put away everything on the desk.		能夠
■Let's review!		理解
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	提問
T: What bugs do you see?		並且
Ss: Butterflies.		回應
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
三、發展活動:(30")		
■Let's share our paper puppets!		
-教師說明口語分享的進行方式,並且再次向學生提醒聆聽和分享的相關		
注意事項。	PPT	
T: Today, we're going to share your paper puppets with everyone! Do you	Ss' Works	
still remember the job missions for speakers and listeners? Let's review them!	Worksheet	
(T shows the sentences on PPT and leads the students to go over the rules.)		
	i .	- 1
Great! For the listeners, you need to listen carefully and try to finish the		
Great! For the listeners, you need to listen carefully and try to finish the checklist for the speakers. 等一下在聽分享的時候,如果你是 Listener,		學生
		學生 能夠

you."如果他們都有做到的話,要怎麼樣呢?		口語
Ss: 在笑臉的地方塗顏色。		分享
T: Well done! Let's start! Welcome the speakers.		
Ss: (學生依序上台分享自己的作品,台下的學生則聆聽分享和給予回		學生
饋。)		能夠
		展現
三、綜合活動:(5')		
■Teacher makes conclusion.		聆聽
-教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況,並且確認		技巧
學生皆完成今天分享的回饋表單。		
~~第 10 節結束~~		
Are the bugs helpful or harmful to the farm?教學主題三:	教學	並 具
Let's share the paper puppets!	資源	評量
活動二 Let's share our paper puppets!		
一、引起動機:(5")		
■Greeting		
-教師和學生問好,請學生整理桌面,準備上課。		學生
T: Please put away everything on the desk.		能夠
■Let's review!		理解
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	提問
T: What bugs do you see?		並且
Ss: Butterflies.		回應
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
四、發展活動:(30")		
■Let's share our paper puppets!		
-教師說明口語分享的進行方式,並且再次向學生提醒聆聽和分享的相關	PPT	经儿
注意事項。	Ss' Works	學生
T: Today, we're going to share your paper puppets with everyone! Do you	Worksheet	能夠
still remember the job missions for speakers and listeners? Let's review them!		進行
(T shows the sentences on PPT and leads the students to go over the rules.)		口語
Great! For the listeners, you need to listen carefully and try to finish the		分享
checklist for the speakers. 等一下在聽分享的時候,如果你是 Listener,		
要請你幫忙完成這張學習單,請你仔細觀察,台上的 speaker 有沒有做		學生
到這三件事情: Look at the listeners. / Use speaker's voice. / Say "Thank		能夠
you."如果他們都有做到的話,要怎麼樣呢?		
Ss: 在笑臉的地方塗顏色。		展現
		聆聽

T: Well done! Let's start! Welcome the speakers. Ss: (學生依序上台分享自己的作品,台下的學生則聆聽分享和給予回		技巧
饋。)		
三、綜合活動 :(5')		
■Teacher makes conclusion.		
-教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況,並且確認		
學生皆完成今天分享的回饋表單。		
~~第 11 節結束~~		
Are the bugs helpful or harmful to the farm?教學主題三:	教學	評量
Let's share the paper puppets!	資源	印里
活動二 Let's share our paper puppets!		學生
		能夠
一、引起動機:(5")		理解
■Greeting		提問
-教師和學生問好,請學生整理桌面,準備上課。		
T: Please put away everything on the desk.		並且
■Let's review!		回應
-教師利用 PPT 引導學生複習所學的蟲類。	PPT	
T: What bugs do you see?		
Ss: Butterflies.		
T: Are butterflies helpful or harmful?		
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		213
		學生
五、發展活動:(30")		能夠
■Let's share our paper puppets!		進行
- 教師說明口語分享的進行方式,並且再次向學生提醒聆聽和分享的相關	PPT	口語
注意事項。	Ss' Works	分享
T: Today, we're going to share your paper puppets with everyone! Do you	Worksheet	
still remember the job missions for speakers and listeners? Let's review them!		學生
(T shows the sentences on PPT and leads the students to go over the rules.)		能夠
Great! For the listeners, you need to listen carefully and try to finish the		
checklist for the speakers. 等一下在聽分享的時候,如果你是 Listener,		展現
要請你幫忙完成這張學習單,請你仔細觀察,台上的 speaker 有沒有做 到這三件專樣: Leak white listeners / Lea enceller's voice / Sev "Therely		聆聽
到這三件事情: Look at the listeners. / Use speaker's voice. / Say "Thank you." 如果他們都有做到的話,要怎麼樣呢?		技巧
Ss: 在笑臉的地方塗顏色。		
T: Well done! Let's start! Welcome the speakers. Ss: (學生依序上台分享自己的作品,台下的學生則聆聽分享和給予回		
(学生 K/7工口分子日 C的作品,口下的学生剂积 能分子和知了口 : 饋。)		

三、綜合活動:(5') ■Teacher makes conclusion.		
- Yearner makes conclusion 教師與學生分享今天在課堂中所觀察到的聆聽與分享的狀況,並且確認	Worksheet	
學生皆完成今天分享的回饋表單。		
~~第 12 節結束~~		
Are the bugs helpful or harmful to the farm? 教學主題三:	教學	
Let's share the paper puppets!	資源	評量
活動二 Let's share our paper puppets!		
一、引起動機:(5")		
■Greeting NAT 1 日 1 日 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		學生
-教師和學生問好,請學生整理桌面,準備上課。		能夠
T: Please put away everything on the desk.		理解
■Let's review! -教師利用 PPT 引導學生複習所學的蟲類。	PPT	提問
T: What bugs do you see?		並且
Ss: Butterflies.		
T: Are butterflies helpful or harmful?		回應
Ss: Helpful.		
T: Why are they helpful?		
Ss: They can help the plants.		
六、發展活動:(30")		
■Let's share our paper puppets!		
-教師說明口語分享的進行方式,並且再次向學生提醒聆聽和分享的相關	PPT	學生
注意事項。	Ss' Works	能夠
T: Today, we're going to share your paper puppets with everyone! Do you	Worksheet	進行
still remember the job missions for speakers and listeners? Let's review them!		
(T shows the sentences on PPT and leads the students to go over the rules.)		口語
Great! For the listeners, you need to listen carefully and try to finish the checklist for the speakers. 等一下在聽分享的時候,如果你是 Listener,		分享
要請你幫忙完成這張學習單,請你仔細觀察,台上的 speaker 有沒有做		學生
到這三件事情: Look at the listeners. / Use speaker's voice. / Say "Thank		能夠
you."如果他們都有做到的話,要怎麼樣呢?		展現
Ss: 在笑臉的地方塗顏色。		ト ト ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・
T: Well done! Let's start! Welcome the speakers.		
Ss: (學生依序上台分享自己的作品,台下的學生則聆聽分享和給予回		技巧
饋。)		
三、綜合活動:(5')		
■Students' self-reflection		

-教師發下自評表單,請學生針對自己這學期在聆聽和分享技巧上的表現	Worksheet	學生
完成自評。		能夠
~~第 13 節結束~~		反思
		並完
		成自
		評表